717 JORDAN PUBLIC SCHOOLS

Inspire a caring community to ignite learning, innovation, and success for all.

District Strategic Planning Process

The mission of Jordan Public Schools is to inspire a caring community to ignite learning, innovation, and success for all.

Belief Statements. We believe:

- We believe in the importance of providing all students with an education and experience that will help them reach their potential.
- We believe in preparing future-ready students who can succeed in an ever-changing world.
- We believe in creating a safe environment where all students feel valued, heard and supported.
- We believe in attracting, supporting and retaining high quality staff.
- We believe in transparent and open communication to build trust and strong relationships with students, staff, families, and the community.
- We believe diverse backgrounds and perspectives enrich our schools and community.
- We believe in high quality facilities to serve students, families, and the community.
- We believe in being fiscally responsible and financially stable.

Vision Statement.

Grow your Jordan **PRIDE**.
Preparedness. **R**espect. **I**ntegrity. **D**ependability. **E**xcellence.

Strategic Plan Focus Areas.

- Pride in Student Achievement
- Pride in Student Support
- Pride in Staff Support
- Pride in a Caring and Committed Culture
- Pride in Communications, Marketing, and Outreach
- Pride in Facilities – Indoor and Outdoor Spaces

Purpose: Jordan Public Schools' strategic plan and the state's Comprehensive Achievement and Civic Readiness statute highlights the district's continuous improvement efforts on instruction and achievement for all students.

Comprehensive Achievement and Civic Readiness Plan 2026-2027

Purpose: Under Minnesota Statutes, section 120B.11, school boards are to adopt a long-term, comprehensive strategic plan to support and improve teaching and learning based on the guidelines of the World's Best Workforce.

The Comprehensive Achievement and Civic Readiness legislation includes six areas for schools and districts to address:

- Having clearly defined goals
- A process for assessing student progress
- A system to review staff effectiveness
- Quality instruction and curriculum
- Effective educational practices
- A budget aligned to learning

Based on input from the district's DATA Team, Advisory Committee, Building MTSS Teams, Administrative Team, and the Strategic Plan, the created continuous improvement goals focus on the following five areas outlined through Comprehensive Achievement and Civic Readiness:

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school
- All students are prepared to be lifelong learners

Continuous Improvement Goals AND Best Practices Strategies with Action Steps

The Comprehensive Achievement and Civic Readiness goals were created and reviewed through coordination with various district stakeholders including administrators, teachers, parents, and community members.

Across Jordan Public Schools in all subject areas and grade levels, a variety of strategies and processes are in place in order to ensure instructional staff and administrators are focusing on proven best-practice strategies to ensure all students are kindergarten ready, all students can read by grade three, reduction of the achievement gap between all student groups, ensuring students are career and college ready, and that students graduate from high school as lifelong learners.

Jordan Public Schools strives to develop potential in each and every student. Expecting accountability and rigor for all, Jordan Public Schools expects every student to succeed academically, socially, and emotionally. To support this expectation, educational leaders focus on each student's potential for excellence and implement evidence-based educational practices to fully engage students in learning.

The following goals were outlined by Jordan Public Schools aligned to Comprehensive Achievement and Civic Readiness requirements:

Jordan Elementary School

All Children are Ready for School	
Goal:	The District will reach at least 90% of resident four and five-year old children complete early childhood screening prior to the start of Kindergarten for fall 2027, as measured by the Developmental Indicators for the Assessment of Learning (DIAL-4th edition).
Action Steps: *What will the district do to accomplish this goal?*	• Jordan Public Schools will offer at least two early childhood screening opportunities/month for families through Early Learning Services (ELS). • PreK-4 school officials, local agencies/organizations and healthcare facilities will collaborate and communicate with families (in their home language) on screening opportunities and the benefits of early childhood screening and readiness programming to explore prior to the start of Kindergarten.

Jordan School District

All Racial and Economic Achievement Gaps Between Students are Closed.	
Goal:	**Reading:** The district aims to reduce the achievement gap by 5% between EL and non-EL students, as measured by the spring 2027 MCA Reading test. *** Please note, current terminology uses Multilingual Learners (ML) rather than English Learners (EL). However, the MCA terminology remains EL, so for the purpose of alignment, the EL term is used for these goals.*
Action Steps: *What will the district do to accomplish this goal?*	**Reading:** The 2026 MCA Reading Test results revealed an achievement gap in the district, with 6.8% of EL students achieving proficiency compared to 54.6% of non-EL students. This represents a 47.8% achievement gap.

	Action Steps: • Continue to strengthen K-12 Multi-Tiered Systems of Support (MTSS) • Continue Science of Reading training for all Phase One educators, paraprofessionals, and begin Phase Two training as indicated by The Read Act. • Reinforce Culturally Responsive Pedagogy practices in all EL classrooms. • Conduct targeted ML best practices training for all educators grades 5-12 • Reinforce K-12 focus on Culturally Responsive Pedagogy • Reinforce K-12 Standards Based Instruction for mastery learning • Continue JWIN focus to support individual student needs

Jordan High School

All Students are Ready for Career and College	
Goal:	At least 90% of students will create a Personalized Learning Plan by the end of their 10th grade year.
Action Steps: *What will the district do to accomplish this goal?*	• Strengthen Freshman Focus programming geared toward future planning and postsecondary readiness • Expand career and postsecondary focused learning experience • Train staff on Personalized Learning Plans • Students will be exposed to the PreACT, ASVAB and Freshman Academy for continued career planning and guidance • Communication to families regarding career and college readiness • All students create PLPs as a part of the required 9th grade social course (Freshman Academy).

Jordan High School

All Students Graduate from High School	
Goal:	Jordan High School will remain above 92% in the four-year graduation rate cohort model for the 2026-2027 school year based on the state AYP report.
Action Steps: *What will the district do to accomplish this goal?*	• Implement Personalized Learning Plans 7-12 to focus on registration, graduation progress, and goal planning • Strengthen MTSS / RTI / SAIL / BARR intervention work with struggling learners • Reinforce high-quality Standards Based Instruction

	• Continue to focus on implementing high quality course offerings and authentic learning opportunities (Summit Academy) • Continue champion student program • Offer 4 Intervention and Extension opportunities for work completion • Continue to offer credit recovery through extended programming • Implement alternative learning programs using school within a school model (SURGE).

Jordan School District

All Students are Lifelong Learners	
Goal:	By the end of their senior year, 80% of students will have been enrolled in at least one Summit Academy course or a career and technical education course designed to bridge classroom learning with their real-life passions and future career goals.
Action Steps: *What will the district do to accomplish this goal?*	• Current Summit Academy Courses: Introduction to Education, Introduction to Coaching and Leadership, Healthcare Careers, Building and Trades, Work Based Learning, and Multicultural Education and Human Relations in Schools. • Continue partnership with SW Metro to offer career and technical education courses for senior students. • Continue working to expand Summit Academy courses aligned to the career wheel. • Continue focusing on Personalized Learning Plans for grades 8-12 to help students choose their high school courses and plan for life after graduation.

Instruction and Curriculum Review Process

Jordan Public Schools uses its curriculum and program review system to not only review curriculum and program areas but to also provide continuous improvement for teaching and learning in the district. During a formal review process, the district will gather input from a variety of stakeholders including the staff, administration, school board, and community members while making programming decisions. The process is flexible, enabling the district to respond to the many rapidly changing areas in education such as alignment with standards, technology, and new or innovative ideas related to 21st century learning.

The review process is divided into two cycles:

- As Needed Formal Program Review Cycle

- An implementation and Continuous Improvement Cycle

The Program Review Cycle	
Program Evaluation	**Program Design**
Stakeholders assess how instruction and curriculum compares with current research-based practices and expectations.	Stakeholders focuses on K-12 alignment with district curriculum outcomes and Minnesota state standards, student assessments, and instructional strategies.

Implementation and Continuous Improvement

- The implementation and continuous improvement cycle is an ongoing process of evaluating how well a program is being implemented and determining whether the program is meeting intended outcomes.

Installation > Early Implementation > Sustainability

Professional Development and Effective Educational Practices

The overarching district focus and goal of professional development is to support and improve instruction for all students.

Purpose: Continue offering targeted and personalized professional development supporting strategic goals and commitments.

District Focus Areas of Professional Development:

- Continue work to create K-12 academic pathways to support authentic instruction tied to personal student development and future goals.
- Strengthen curriculum alignment focusing on a 21st century curriculum with standards based instruction focused on proven best practices in instruction.
- Improve instruction for all students focused on authentic, project based learning practices, and MTSS Tier One best pedagogy.
- Continue Culturally Responsive Pedagogy practices to better support all students in the district.
- Strengthen support for the social and emotional development of students.

Staff Participation:

All certified teaching staff members take part in continual professional development aligned to district goals and the overarching framework for the year. Moreover, continual education is provided to satisfy the PESLB licensure requirements for all Minnesota teachers.

Identified Needs Based on Data:

A fundamental aspect of evaluating professional development programming is to analyze student achievement. The goal of Professional Development opportunities is to show a direct correlation between ongoing learning opportunities and student growth. Data from MCA and FastBridge testing show continued need for improvement efforts in the areas of reading and mathematics. This is especially relevant when looking at the 'on track' calculation from MDE based on the levels of student growth on the MCA.

- Specific areas of emphasis include reducing the achievement gaps in federal subgroup categories and increasing access to advanced coursework for all students.

Framework for Staff Development

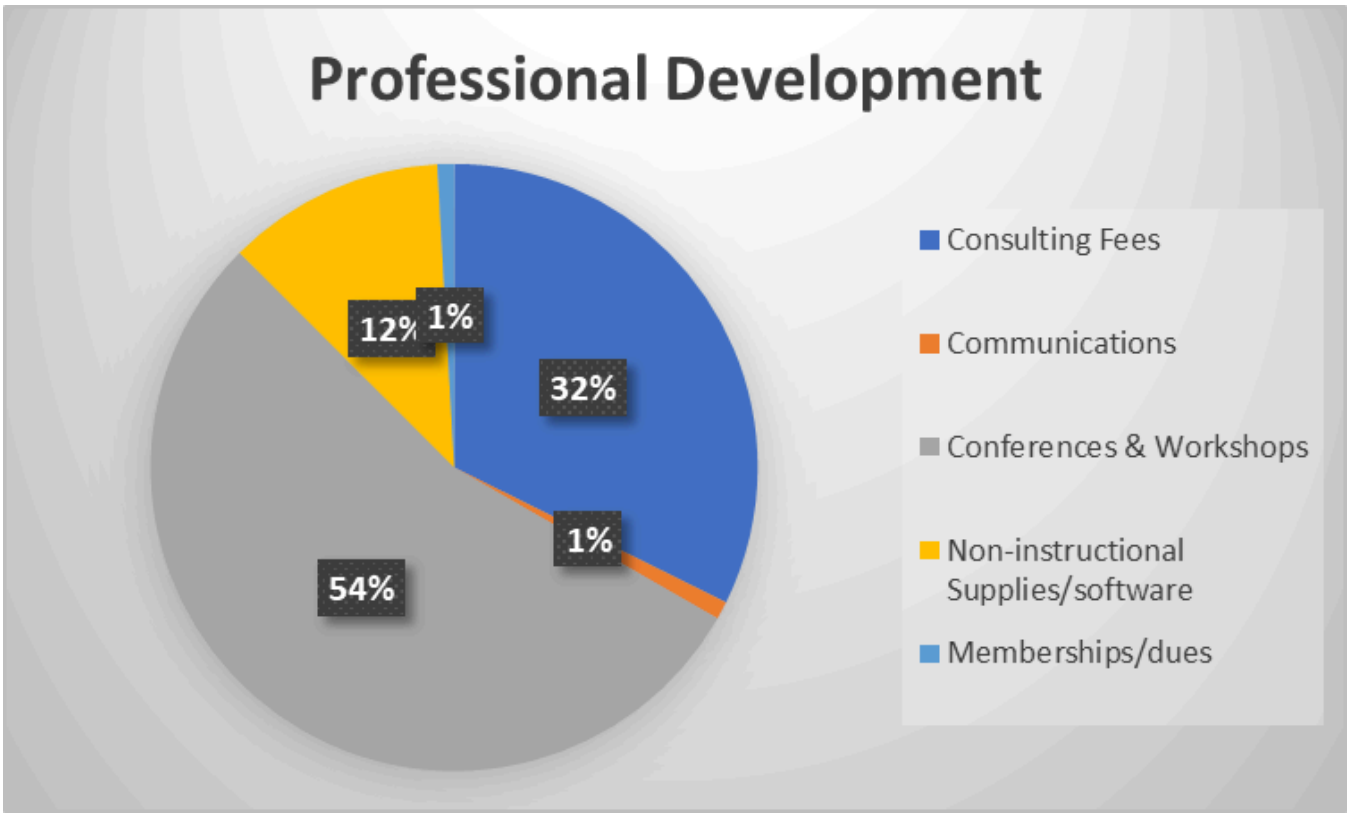
Framework for Staff Development	*GROW your Jordan Pride* ***Every Student. Every Day. Every Future.***	
	WHY	The constituents of Jordan Public Schools require innovative skills, and the education system needs to evolve in order to meet the demands of the 21st Century workplace. Jordan Public Schools will respond by creating an Inquiry focus with an emphasis on exploratory and elective based learning pathways.
	WHAT	**A 21st Century curriculum focused on standards based instruction.**
	HOW	**Teaching strategies based on best practice.**
	STRUCTURE	K-12 Academy Pathways based in Experiential Learning *(developing)*.

2026-2027 Professional Development IMPLEMENTATION:

- Teachers will implement teaching strategies to support inquiry and project based learning aligned to MTSS Tier One Best Practices.
- Student support and counseling staff will implement SEL strategies across the district to support social and emotional learning for all students and staff.
- Teachers will continue to satisfy the professional development requirements outlined in The Read Act. All Phase One teachers (who haven't previously completed the required training) will continue science of reading literacy training through LETRS or CORE OL & LA as aligned to legislation. Paraprofessionals will also take part in required Read Act Training while Phase Two educators are scheduled to begin that training in the winter of 2026.

2026-2027 Professional Development Budget:

Unless the school district is in statutory operating debt or a majority of the school board and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for staff development, the school district will reserve an amount equal to at least two percent of its basic revenue for: in-service education, staff development planning, curriculum development and programs, other in-service education, teachers' workshops, teacher conferences, the cost of substitute teachers for staff development purposes, preservice and in-service education for special education professionals and paraprofessionals, and other related costs for staff development efforts.



Professional Development Advisory Committees:

All committees are led by Erin Hjelmeland, Director of Teaching and Learning

- District Professional Development Committee: This group meets quarterly to focus on overarching professional development goals and long term planning.
- Building Professional Development Committees: Each building runs its own professional development committee. These building committees meet monthly to support building specific goals, manage the building professional development budget, and oversee in-house training opportunities and overarching professional development opportunities.

Budget Aligned to Learning

In Jordan Public Schools, funds are primarily aligned to learning and student support, which is evidence of the district's commitment to using resources where it matters most. The following is a representation of the 26-27 proposed categorical budget allocation broken down by the percent of the annual budget.

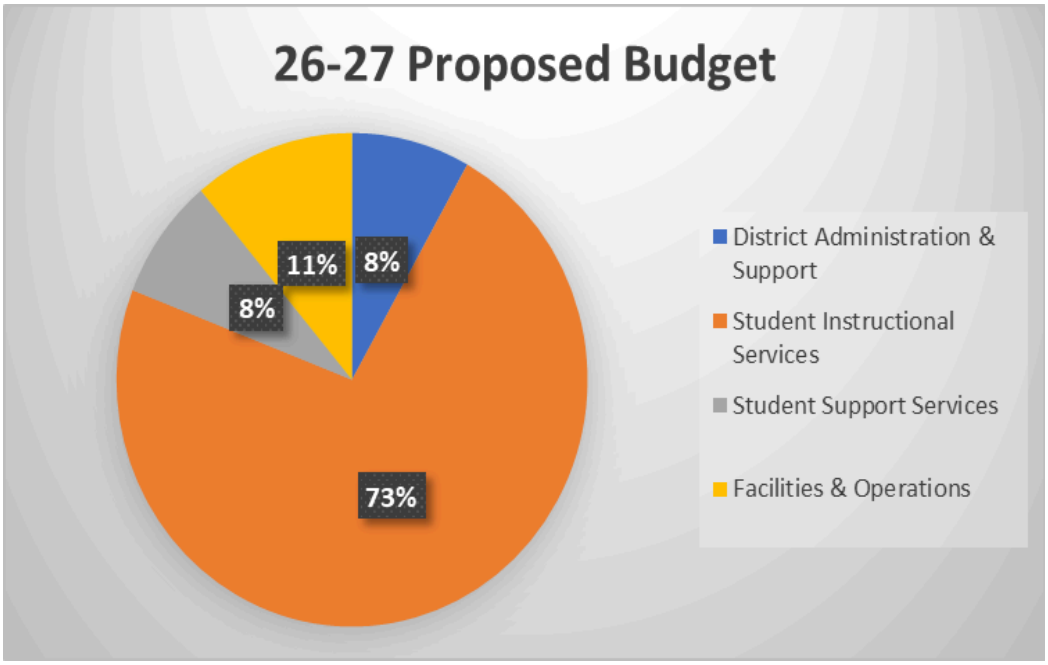


CHART LEGEND

- District Administration and Support 8.1%
- Student Instructional Services 72.8%
- Student Support Services 8%
- Facilities and Operations 11.1%

The ***students*** section incorporates costs for regular education, special education, career and technical education, instructional technology, and media services. ***Student support*** includes programs like guidance counseling, health services, psychologists and mental health services, social workers, and student transportation. ***District support*** and ***administration*** encompasses district and school administrators and other district operational personnel. ***Facilities operation and maintenance*** also incorporates capital and long-term facilities maintenance budgeting.

Teacher Equity and Staff Effectiveness

The Comprehensive Achievement and Civic Readiness legislation focuses on ensuring all students have equitable access to excellent teachers. Districts must confirm a process is in place to examine the equitable distribution of teachers and strategies to ensure low-income students, students of color, and American Indian students are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.

The Minnesota Department of Education defines these categories as follows:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.

- An **out of field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

In the fall of 2026-2027 school year, 6% of the district's teaching staff was considered inexperienced; 4% of the teaching staff was teaching out of field; and 73% of the teaching staff held advanced degrees based on hiring and employment data. In regards to supporting teachers, no teachers were on a performance plan due to not meeting professional teaching standards as defined by the Jordan Public Schools Teacher Evaluation and Growth Model. Consequently, the district did not find any gaps in relation to equitable access for low-income students, students of color, or American Indian students.

The district administrative team carefully reviews teacher placements each spring and summer in preparation for the upcoming school year. As part of this process, the team considers not only instructional needs and student enrollment, but also the strengths, experiences, and professional goals of staff members. In addition, increasing and supporting diversity within the teaching staff remains an ongoing and intentional priority. The district recognizes that a diverse teaching workforce better reflects the community, enriches the learning environment, and provides students with a broader range of perspectives and role models.

Strategies to increase and retain high quality teachers in the district:
As is the case across Minnesota School Districts, this issue is tied to labor market challenges out of the district's control.

- Various recruiting sources are used in the district to garner diverse and high-quality applicants.
- Jordan offers a competitive compensation package to offer teachers joining the district.
- Jordan teachers can earn longevity for teaching multiple years in the district.
- The American Indian Parent Advisory Council (AIPAC) was created to ensure that American Indian students are receiving culturally relevant and equitable educational opportunities. A continuous goal of this council is to work to increase diversity of our teaching staff; this council helps guide those discussions. Moreover, through the Curriculum and Technology Advisory Committee, Jordan's teaching staff has been a discussion topic to continually focus on hiring and maintaining high quality educators to support and meet the changing needs of our students.

Jordan Public Schools Teacher Evaluation Process

Jordan Public Schools uses a Teacher Evaluation Process that supports teachers in becoming highly effective in working with all groups of students. All non-tenured teachers are evaluated by licensed administrators at least three times throughout the year; tenured teachers undergo a formal summative evaluation once every three years. All teachers also take part in a peer review process to help build dialogue, reflection, and professional growth with colleagues. In addition, a mentor program is in place to support our newest teachers in their instructional practices.

Purposes of the Jordan Public Schools Teacher Professional Growth and Evaluation:

- To improve the quality of learning experience for students.
- To facilitate communications and cooperation between staff and administrators.
- To provide specific assistance and feedback for staff to promote professional growth.
- To provide a continuous written record of professional staff performance and service as an acknowledgement of effective job performance.
- To aid the teacher in gaining insights as to strengths and weaknesses and to provide a vehicle for continued improvement in job performance.
- To provide a basis for the principal/supervisor to recommend continuing contract status or as a basis for placement on the Teacher Assistance Track.

The district believes that professional growth is an on-going process not limited to the third year observation. Continuing dialogue with principals and colleagues through activities such as peer coaching, peer reviews, administrative walkthroughs, and PLCs all contribute to the professional learning community that supports this process. The ultimate responsibility for the success of professional growth, however, depends on individual teachers.

Annual Report and Annual Public Meeting

Jordan Public Schools continues to focus on expanding and strengthening connections with community and families to support students. As a part of this focus, the district has established the District Advisory Committee. The committee provides feedback to the school board and district administration regarding curriculum and programing.

The District Advisory Committee will provide community participation in:

- Providing feedback on school district instruction, technology integration and curriculum plans, with emphasis on implementing the Minnesota Academic Standards
- Providing feedback on instruction, technology integration, and curriculum improvement goals for recommendation to the school board
- Providing feedback regarding the evaluation process that will be used to measure school district progress towards its goals
- Providing feedback regarding the development of district programming.

Curriculum and Technology Advisory Committee Members

Jordan Administration and Staff

Ranae Case Evenson • Superintendent	
Jeff Vizenor • High School Principal	Stephen Damlo • Director of Technology
Ben Bakeberg	Erin Hjelmeland

• Middle School Principal	• Director of Teaching and Learning
Melissa Barnett • Elementary School Principal	Sarah Miller • High School Teacher and CRP specialist
Chad Williams • Director of Special Services	Jenna Wendorff • Director of Early Learning Services
Rebecca Williams • Middle School SpEd Teacher	Sara Sievers • High School SpEd Teacher • EMJ President

School Board Members / Community Members / Parent Members

Alexia Poppy-Finley	Michael Vourlos	Nanette Wester	Deb Pauly
Nadine Cherro	Beth Dietel	Amy Vizenor	Jenny Kusske
Katie Wegner	Melani Craine	Jayme Sebastian	Stephanie Clark

Summary

The Comprehensive Achievement and Civic Readiness legislation aligns with Jordan's vision for all student's growth, learning, and innovation leading to success in the classroom and life.

This report was submitted to the School Board and Presented at the regular board meeting on October 12, 2026.

Submitted By: _____

Erin Hjelmeland, Director of Teaching and Learning

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Deb Pauly, School Board Chairperson *Ranae Case Evenson, Superintendent*

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